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ABSTRACT

The literature review identifies resources innovative program practices, and training materials in the area of arts for handicapped children and youth. Entries are divided into the following categories: arts instruction, professional education--special education, professional preparation--therapies, professional development--recreation, and existing arts programs--curriculum development. Listings are provided alphabetically by author and include author and title, publisher/source, publication date and a brief description. (SBH)

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A LITERATURE REVIEW

FOR

PERSONNEL PREPARATION

IN

ARTS PROGRAMS FOR HANDICAPPED

CHILDREN AND YOUTH

NATIONAL COMMITTEE, ARTS FOR THE HANDICAPPED

SUMMER 1977

A MESSAGE

Wendy Perks, Executive Director

Throughout the past year it has become apparent that educational personnel throughout the nation need more adequate training and preparation in order to provide handicapped children with high quality arts programs. The National Committee, Arts for the Handicapped has responded to this crucial need by establishing personnel preparation as a top program priority. Arts educators, regular educators, special educators, state and local personnel, university staff, and community arts leaders need to become consciously active in developing arts programs that meet the needs of <u>all</u> children.

David Rockefeller, Jr. has highlighted the "importance of people" in the recent publication, "Coming To Our Senses." This report states:

> "We believe that the key to good arts education will not be found in bureaucratic systems or organizational structures, nor in hardware, curriculum packages, textbooks, budgets--though all of these are important factors. The crucial element is people: from administrators and organizers—those who work to build supporting frameworks—to the classroom teachers, arts specialists, and artists—who work directly with students. . .
>
> "The nature and quality of leadership is also crucial in determining whether effective links will be forged—links between the arts and education, between and among the various arts and other disciplines, between the schools and other institutions, between public and private institutions. It is individual leaders, working in communities and schools, who have the power to start the process of change which can gradually stretch to the district, the region, the state, and ultimately to the nation."

This literature review is a beginning effort to provide resources for leadership training in the area of arts for handicapped children and youth. Continued dedication, cooperation, and support from arts and education personnel will insure that all children are provided opportunities to create their own painting, to sing their own song, to dance their own rhythms, and to act out their own images of the world that surrounds them.

A LITERATURE REVIEW

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PERSONNEL PREPARATION

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CHILDREN AND YOUTH

INTRODUCTION

In July 1976 the Bureau of Education for the Handicapped, Division of Personnel Preparation, awarded the National Committee, Arts for the Handicapped a planning grant to design and implement a model in-service training curriculum in arts for the handicapped. One of the tasks of this project was a comprehensive literature search in which data was collected, analyzed and reported as a portion of a state-of-the-art statement.

The contents of this manual reflect the current results of the first year literature review. The review identifies resources, innovative program practices, and training materials in the area of arts for handicapped children and youth. NCAH will periodically update this training bibliography as additional resources are identified.

Because of the diverse nature of the sources from which the literature has been drawn, an index system was established to sort all articles, books, monographs, training manuals, etc. This index system will allow for ease in analysis of the literature. Citations have been indexed as follows:

(a) By disability category, i.e., mentally retarded, physically handicapped, etc.

(b) By major thrust of the article, i.e., programming policy or practice, training, design, etc.

(c) By activity program area, i.e., dance/movement, art, music, theatre/drama, etc.

(d) By type of delivery system, i.e., integration of arts, specialized arts education, etc.

After each citation is indexed, the following analytical process has been undertaken: Preliminary screening of all citations. Those citations which meet the following criteria will be included in a list for further analysis:

(a) citation has been published within the last ten years

(b) citation discusses arts policy, practices, training, programming, research

(c) citation refers to a specific category of handicapping condition

(d) citation alludes to some physical, emotional or intellectual benefit to the handicapped.

The preliminary literature search included the major areas of art programs for the handicapped with emphasis on training professionals to work in the field. Literature on music, art, and dance is fairly abundant; however, information on dramatics, by comparison, is sparse. Another obvious gap is the lack of programs developed for the orthopedically handicapped and cerebral palsied. There seems to be a general need to establish specific goals for presenting the arts to the handicapped. Should the approach be therapeutic, educational, diversional or aesthetic? There is also a need to determine who should be presently involved in these programs and what their competencies should be.

In conducting the preliminary literature search and review, functional categories were developed for purposes of classifying and grouping common areas which are relatively representative of the state-of-the-art. These include: arts instruction, professional preparation in special education, professional preparation in the therapies, recreation, curriculum development, and therapy program development. Following is a brief synopsis of the results of the literature search and review in each of the categories.

Arts Instruction

These materials are directed toward teachers trained in the arts whose work with the handicapped is of secondary interest. The majority of information on working with special populations is developed among music educators and deals primarily with the retarded. The thrust of the art educators on the other hand, emphasized working with the visually impaired. Resources cover all areas from program suggestions to research in areas of arts instruction.

Professional Preparation - Special Education

This area covers arts education from a special educator's point of view. Again, the focus is on the retarded population with arts, crafts, and music as the suggested activities. These materials emphasize teaching techniques and philosophies. Basically, special educators view the arts as teaching aids rather than as intrinsically valuable experiences.

Professional Preparation - Therapies

A third category of professionals working in arts for the handicapped is that of the therapist. Art therapy, music therapy, dance therapy, therapeutic recreation, creative dramatics, and adapted physical education are included in this area. Their orientation is toward the therapeutic effects of arts activities. Information in this area covers the status of these professions as well as in-service training programs and educational trends. Guidelines are provided for both graduate and undergraduate degree programs.

Professional Development - Recreation

The literature in this area is directed toward recreators with no specific training for either the arts or working with the handicapped. A recreational approach to arts activities is still another aspect of arts for the handicapped. Information regarding training includes qualifications on staff, goals for programming and basic learning techniques. There is also a guide for in-service training.

Existing Arts Programs - Curriculum Development

These materials were developed by educators but apply to teachers in the arts as well as in special education. Materials include curriculum guides and lesson plans with suggested program activities, teaching aids, and course objectives. Teacher competencies might be derived from goals and bojectives stated here.

Alvin, Juliette. Music for the Handicapped Child. London: Oxford University Press, 1965.

Provides description and inspiration for the artist working with autistic children, mongols, aphasoids, children with brain damage, and children who are physically as well as mentally handicapped.

Bacon, F.D. "Music and the Young Child," International Journal of Early Childhood, 128-130, 1973.

"Orff-Schulwerk", An innovative approach to music education, is finding increasing popularity due to its emphasis on creativity and free expression.

Bailey, Philip. They Can Make Music. London: Oxford University Press, 1973.

This book is an account of Philip Bailey's work in adapting music, teaching methods and instruments to children with serious handicaps, whether mental or physical.

Baines, M. "Art and Blind Children," School Arts, 63:4-9, January, 1964.

Gives helpful guidelines pertaining to the procedure of running an art class. Several approaches to the handling of blind children with art experiences to help them adjust to living in a normal life. Exploration of the other senses are experienced with every project. Emphasis is placed on the idea that the blind child's world can be a totally different perception than our visual perception.

Baumgartner, Bernice B., Shultz, Joyce B. Reaching the Retarded Through Art. Johnstown, PA: Mafex Associates, Inc., 1969.

Included in the manual on art are suggestions concerning growth through a good classroom climate, orderly arrangements, displays and a good visual experience: a view of development through art, concept differentiation, motor and sensory skills, self-fulfillment and thought processes, and art as therapy; and the art program itself.

Bolen, Jacqueline M., Vander-Beugle, Donna. Media Competency Training Materials, 1974-1975. California Learning Resource Center, Los Angeles: 1975.

Print and non-print training materials in the area of media competency skills. Some may be used with students also. Covers cassette tapes, films, television, videotape, computers and teaching machines.

Bryant, Antusa P., Schwan, Leroy B. "Art and the Mentally Retarded Child," Studies in Art Education, volme 12: 50-63, Spring, 1971.

Study to develop and test art aptitude in mentally retarded children and demonstrate art lessons. It was determined that mentally retarded children could learn art concepts and enjoy art activities.

Dobbs, Jack Percival Baker. The Slow Learner and Music. London: Oxford University Press, 1966.

This is a handbook for teachers for instruction and study of music with slow learning children.

Doepke, Katherine, G. "Retarded Children Learn to Sing," MEJ, 54: 89-91 November, 1967.

Experiment in teaching mentally retarded children to sing. Details of teaching approach and its evaluation.

Ellis, Patricia., Dean, R. Lee. Teacher Requirements in the Composition Skills, Spelling, and Drama Instructional Systems and the Implications of the Requirements for Training Systems. Washington D.C.: Office of Education. DHEW, 1971.

Describes teacher requirements in three different instructional systems and implications of requirements for teacher training. Brief description of drama system.

Ehrlich, Harriet W., Ed. Creative Dramatics Handbook. Revised Edition. Urbana, Illinois. National Council of Teachers of English, 1974.

Workshop program for teachers and paraprofessionals.

Expressive Arts Through Perceptual-Motor Development: Final Evaluation 1973-1974. Minnesota: Minnesota Public Schools, Department of Research and Evaluation, August, 1974.

Experimental program to provide expressive arts (music, art, drama, and dance) to K-3 grades. Offered individualized perceptual training. Includes section on teacher training.

Fukurai, S. How can I Make What I Cannot See? Van Nortrand Reinhold Co., New York, 1974.

Fukurai gives an account of his experiences in teaching art at the Kobe Municipal School for the Blind.

Grindea, Carola. "A-V and the Training of Piano Teachers," Visual Education. 11-13, May, 1975.

How audiovisual aids can be used for music teacher education in Great Britain.

Guidelines for Speech Communication and Theatre Programs in Teacher Education. New York: Speech Communication Association, January, 1975.

Discusses curriculum, faculty, student and resources for basic and advanced programs.

Hoetker, James. Theater Games: One Way into Drama. Urbana, Illinois: National Council of Teachers of English. April, 1975.

Suggested resources to enable teachers to learn drama while teaching it. Focuses on Viola Spolin's "Improvisation for the Theater."

Improving Music Experiences for Emotionally Handicapped Children in Public School Programs. Albany, New York: New York State Education Department, 1969.

Includes paper by Nocera on preparation of teachers.

Kaufman, Mabel. "Teaching with Artists," Elementary School Journal. 75: 350-356, March, 1975.

Describes an innovative teacher education project which brings together poets, writers, artists, college instructors, student teachers, and children in a series of seminars and workshops to explore the arts as an important aspect of the school curriculum.

Kochka, Al. "Art Education," NJEA Review. 48: 32-4, March, 1974.

This review of an art education program is the result of a continuing effort in New Jersey to Develop policy and curriculum in meeting court mandates for defining more precisely the constitutional requirement for "Thorough and Efficient" education.

Lisevco, Yasha. Art Not By Eye: The Previously Sighted Visually Impaired Adult in Fine Arts Programs. New York, New York: American Foundation for the Blind, n.d.

Participation of Visually handicapped persons in community art programs. Written for art teachers. Contains sections on teaching the blind, how the blind perceives, use of media and techniques.

Mayhew, W. Laird. Can Prospective High School Threatre Teachers Be Trained to Utilize Drama-Theatre Processes to Develop Self-Actualization in High School Students? Paper presented at the Annual Meeting of the American Theatre Association. (Minneapolis, Minnesota. August 11-14, 1974). Bibliography Included.

Teacher Training

Meason, Philip. "Art or Nature: A Problem of Art in Education and Teacher Training," British Journal of Educational Studies. 22: 292-302, October, 1974.

In this paper the author examined two views of art and attempted to show how, because they are in conflict, they might be the source of much of the confusion currently surrounding art education.

Mittler, Gene A. An Instructional Strategy Designed to Overcome the Adverse Effects of Established Student Attitudes Toward Works of Art. Final Report. Washington D.C.: National Institute of Education. DHEW. December, 1974

Nocera, Sona D. "Special Education Teachers Need a Special Education." Music Educators Journal, 58:8 April, 1972. Also Reprinted by Chronicle Guidance Publications. Moravia, New York. 1972

Discusses approaches to training music education students to work with handicapped, and special education students to teach music. Excellent source. Author is beginning BEH funded training program in Practicial Training in Special Education Music at Crane School of Music, Potsdam, New York.

Roberts, David Richard. "Multi-Mediated Art." Master's Thesis. University of Utah, July, 1971.

Need and use of Multi-media in school art instruction.

Rowe, Bobby L. "Designing Objectives for Compentency Based School Centered Teacher Education Programs," Art Education. 28:2-5, April/May, 1975.

Described a program designed to facilitate the student teacher in his approach toward teaching art education.

Sawyer, Richard W. "Summaries, Conclusions, Recommendations from a Survey of the Status of Secondary School Theatre in Maine." Master's Thesis, University of Maine. 1973.

Schwadron, Abraham A. "Research Directions in Comparative Music Aesthetics and Music Education," Journal of Aesthetic Education. 9:99-109, January 1975.

The purpose of the present article is to explicate and to suggest by extension directions for research in the interaction of two fields of mutual interest - comparative music aesthetics and music education.

"Special Issue: Music in Special Education," Music Educators Journal 58:8 April, 1973.

Seventeen Articles covering all disabilities, teacher training, program descriptions, teaching techniques, research and case studies.

Speer, Terry P. "A New Look at Monoprinting," School Arts. 74:18-21 December, 1974.

Author sought out a method of teaching printmaking that would almost guarantee students encouraging results at the beginning of their work while firing them up for further investigations into the graphic media.

Vernazza, Marcelle. "What Are We Doing About Music in Special Education?" MEJ. 53:55-58, April, 1967.

Rationale and review of programs and very brief discussion of possible training standards.

Walker, Doris E. "When it comes to music, they see the light." The Pointer. 19:127, Winter 1974.

Trainable mentally retarded high school students can be taught to play simplified chords on the guitar, autoharp, marimba, and resonator bells by a color-coded system.

Wright, James. "Who Should Teach Art?" Art Education. 28:12-3, February, 1975.

Article considered the thesis put forth by Howard Conant, that it was time to bring artists into art education as teachers. Thus replacing art teachers. Author responded by categorically denying Conant's basic assumptions.

Yocum, Karolyn. "Preparing Speech Communication Teachers: A Pre-Teaching Laboratory School Approach--Teachers' Potpourri," Speech Teacher. 24:65-8, January, 1975.

Description of laboratory approach to teaching speech and drama teachers.

Professional Preparation - Special Education

Allrutz, Caroline C. "A Rationale for Teacher Education for Art Education: Special Education," Art Education. 27:26-9, November, 1974

Article Defined the meaning of special education and the problems in providing programs in special education that are taught by qualified personnel.

A43/1973 American Association for Health, Physical Education, and Recreation, Task Force on Children's Dance. Children's Dance, ed. by G.A. Fleming. Washington, D.C., AAHPER Publications, 1973.

Five part book. Chapter 4 discusses teacher competencies. Chapter 5 contains annotated bibliogrpahy.

Arts and the Handicapped: An Issue of Access. A report from Educational Facilities Laboratories and the National Endowment for the Arts. 850 Third Avenue New York, New York 10022. 1975

Page 50 description and addresses of colleges providing courses for music educators dealing with handicapped students.

Birkenshaw, Lois. "Teaching Music to Deaf Children," The Volta Review. 67:352-358, 387. May, 1965.

Discusses Orff Method of teaching.

Cotten, Paul D. (ED). A Handbook on the Theory and Practice of Music for Educable Mentally Retarded Children and Youth. Jackson, MI: Division of Instruction, State Department of Education, June, 1968.

The handbook furnishes guidelines for educational music experiences for educable mentally retarded (EMR) students. General principles of teaching EMR's and the values of music are discussed. Music activities presented include rhythmic activities, group singing, singing games and folk dances, dramatizations and choral readings and creative activities.

Egg, Maria. Educating the Child Who is Different. New York, NY: John Day., Inc. April, 1966.
Intended for both parents and teachers, the book discusses the educating of mental retarded children. Part 2 deals with curriculum areas in play, music and rhythm, drawing and painting and manual arts. Number concepts and calculating, reading and writing. Special attention is given to the wisdom of teaching academic skills, the learning environment and religious education.

Greene, Richard. Forgotten Children. San Rafael: Leswring Press, 1972.

Deals with techniques in teaching the mentally retarded child.

Hardesty, Kay W. Music Activities Guide for the Preschool Trainable Child. Mental Retardation Training Program Technical Report Series 1971-1972. Columbus, Ohio. Ohio State University, September, 1974.

Intended for teachers of trainable mentally retarded (TMR) preschool children, The guide gives principles of teaching music to the TMR child and suggests appropriate materials. Listed are reasons for teaching music to the TMR child (such as language development), necessary music skills for the teacher and basic teaching approaches.

Harcum, Phoebe M. "Classroom Techniques: Using Clay Bodies in Multidimensional Teaching of the Retarded" Education and Training of the Mentally Retarded. Volume 7:39-45. June, 1972.

Described are uses of ceramics in educational programs of broad application to handicapped, particularly mentally retarded children. Benefits in social, emotional and mental growth are identified.

Harrison Educational Research and Development Center. End of Project Period Evaluation Report ESEA, Title III. Little Rock, Arkansas. Arkansas State Department of Education, January, 1974.

Evaluated is a 2 year project in Harrison School Distric 1, Arkansas, to develop academic and music based instructional materials in two resource rooms for learning disabled (LD), educationally disadvantaged and mentally retarded children; and to integrate art and music with social studies in grades 1 through 6.

Hirsch, Therese. Music and Reeducation. France: Neuchatel, Delachaus and Niestle, 1966.

Describes music experiences with severely retarded children.

Linford, Anthony G., Jeanrenaud, Claudine Y. Systematic Instruction for Retarded Children: The Illinois Program - Experimental Edition. Part IV: Motor Performance and Recreation Instruction. Urbana, IL: Institute of Research for Exceptional Children, August, 1970.

Manual of programmed instruction with justification, prerequisites and evaluation criteria provided.

Lowenfeld, V. "The Blind," Creative and Mental Growth. New York: Macmillan, 1957, (3rd ed.) pp. 443-469.

In this chapter Lowenfeld explains the meaning of visual and haptic. His philosophy for teaching the handicapped should be read by all teachers of children.

Oklahoma State Department of Education. A Guide for Teachers of Trainable Mentally Retarded Children. Oklahoma City: Oklahoma State Department of Education, 1968.

Philosophy, administration and policies. Includes activities and suggestions for music and art therapy.

Rogouin, Anne. Learning By Doing: An Illustrated Handbook for Parents and Teachers of Children Who Learn Slowly. Johnstown, Pennsylvania:Mafex Associates, Inc., 1971.

Education and training programming for mentally retarded children and youth: music and art.

Scheerenberger, R.C. Training the Severely and Profoundly Mentally Retarded. Springfield, Ill.: Illinois Department of Mental Health (Division of Mental Retardation Services), 1967.

Monograph papers presented at a 1967 training institute for day care personnel: arts and crafts and music areas covered.

Sinclair, D. Art teaching for the blind. Teacher of the Blind. 63:65-72, Spring 1975.

Art can be used as a vocational subject involving specific skills and as a vehicle for teaching other subjects or concepts. Author explores art for blind persons as a therapy and facilitator of development.

Williams, Clarence R. Harrison Educational Research and Development Center. End of Project Period Report ESEA, Title III. Arkansas State Department of Education, Little Rock, AK: June, 1972.

The final report of the 2 year project (1971-1972) in Harrison School District 1, Arkansas, to integrate art and music programs in elementary schools and special classes and to establish two resource rooms for developing academic and art/music oriented instructional materials for learning disabled (LD), educationally disadvantaged and educable mentally retarded (EMR) children is presented. Included are program goals and objectives for the art and music component; and results which show gains on tests and also that children receiving instruction in art and music programs develop a positive attitude toward self and classroom learning whereas children without the art and music exhibit behaviors indicating boredom and negative attitudes. Given are goals and objectives for the special education component.

Professional Preparation - Related Professions

Therapies

Bach, Roberta L. "The effect of a creative drama program on the self-concept of children with learning disabilities." Masters thesis. University Park, Pennsylvania: Pennsylvania State University, College of Health, Physical Education, and Recreation, March, 1975.

Bruce, Robert. "Music Therapy: how it helps the child," Journal of the International Association for Pupil Personnel Workers. 19 (2):74-79, March, 1975.

Following a brief review of the role of music in the history of education, author examines the expanding application of music to child therapy. Gives suggestions for a broader application of music in the total school scene.

Campbell, C. Ricardo. "Soothing the savage breast: music therapy as a career," Occupational Outlook Quarterly. 19(2): 23-24, Summer 1975.

A career in music therapy is discussed--career description, educational training, employment, and earnings. Colleges and universities offering National Association for Music Therapy curricula for bachelors and masters programs are listed.

Carle', Irmgard Lehrer. "Clinical Training for the Music Therapy Student." 59:58. February, 1973

Discussion of field placement for Music Therapy students. Also discusses programs at Long Island Jewish Medical Center.

Chaiklin, Sharon. "Curriculum Do's in Dance Therapy," Dance Therapy: Focus on Dance VII. AAHPER, 1974.

There exists a base which dance therapy as a profession requires. New division of a high quality curriculum. Undergradate years-exploring movement, gaining sense of physiological and mechanical elements, understanding of human behavior. Graduate years - division self-directed practice, research and scholarships, sequental division of know and skills, specialization, administration and clinical internship.

Coleman, Peter. "Playmaking," The Pointer, 20 (2): 34-35, Winter 1975.

Playmaking is an activity in which children act out real-life situations. Low functioning, non-verbal children can participate through body actions.

Gervase, Ellen L. "Body puppets in role playing," The Pointer. 20 (2): 36-39, Winter 1975

The use of life-sized puppets that children wear on their bodies while role playing is described. Role playing helps students consider problems and behavior, and these large puppets facilitate their moving about freely.

Glick, L.G. "The Country has only 600 Music Therapists. Where Can they Serve Best?" MEJ. 56:67-8 May, 1970.

Discussion of music therapists in community mental health with brief mention of need to train more people in this field or add para-professionals.

Goldstein, Judith E., Compton David M. "Therapeutic Recreation," Parks & Recreation. 11:28-34, 94-98. July, 1976

Professional preparation and training two year, four year graduate--expanion of education and training options.

Guidelines for Professional Prepartion Programs for Personnel Involved in Physical Education and Recreation for the Handicapped. Washington, D.C.:AAHPER. February 1973.

Guidelines for graduate professional preparation programs in adapted physical education and in therapeutic recreation are presented. Emphasis on competencies.

Kratz, Laura Elizabeth. Movement Without Sight. Palo Alto, Cal.: Peek Publications, 1973.

Implications of movement for visually impaired. Part II includes basic teaching principles, methods of organization and administering program, modification for individual activities, rhythms, and dance.

Lohn, Ann T. "Description of a Masters Level In-Service Training Program," Dance Therapy: Focus on Dance VII. AAHPER, 1974

In-Service is training within facility flourishes because:

1. Lack of academic programs.
2. Some feel field is to young to be confined to one school of thought.
3. Direct application of theory to practice is preferred method of learning.
4. Cheaper.
5. Lack of mobility
6. Lack of information on workshops, courses, seminars and conferences.

Need to divide levels of in-service training -- lists levels, and areas of training and elaborates on model program at St. Elizabeth's Hospital in Washington, D.C.

1. Orientation.
2. Clinical practice.
3. Supervision.
4. Course work.

Nordoff, Paul, Robbins, Clive. Music Therapy for Handicapped Children. New York: R. Steiner Publications, 1965.

Investigations and experiences with mentally retarded children.

"On Art Therapy: A Conversation with Rudolf Arnheim." (Videotape and audiotape). Addison Gallery of American Art, Andover, Mass.. 1975. (Scheduled for publication in booklet form).

Series of many videotapes of Art Therapy sessions produced by Addison Gallery of American Art, Andover, Mass.

Schmais. Claire. "What is dance Therapy," Journal of Physical Education and Recreation. 47:39, January, 1976.

Explores the differences between dance therapy and dance teaching. Although good dance teaching is therapeutic, dance as therapy requires intentional therapeutic intervention.

Schmais, Claire., Elisa Q. White. Hunter College Dance Therapy Master's Program. New York, N.Y.:Hunter College of the City University of New York. (695 Park Avenue). n.d. (Final Report--Grant #MH12739, Experimental and Special Training Branch, Division of Manpower and Training Programs, National Institute of Mental Health, 5600 Fishers Lane, Rockville, Md. 20852).

Describes development of professional preparation ERIC-ED087155, program in dance therapy. Focuses on need in mental institutions. Includes theory of dance therapy, rationale for training programs, program goals, selection of candidates, evaluation.

Professional Preparation-Related Professions

Therapies (Unannotated)

Alvin, Juliette. Music Therapy. London: John Baker Publishers, 1966. American Association for Health, Physical Education and Recreation.

Annotated Bibliography on In-service Training for Key Professionals in Community Mental Health. Washington, D.C.: U.S. National Communicable Disease Centre, 1969.

Annotated Bibliography on In-service Training for Allied Professionals and Non-Professionals in Community Mental Health. Washington, D.C.: U.S. National Communicable Disease Centre, 1969.

"Art Therapy in the Classroom." (Audiotape with Karen McNiff.) Educational Arts Association, Cambridge, Mass., 1975.

Browne, Hermina E. Panel: "What and why of music therapy in Mid-Atlantic Region," Music Therapy. 157-160, 1955.

Browne, Hermina. "The use of music as a therapy, "Ment. Hyg., 36:90-103, 1952.

Ersing, Walter F., ed. A Study of Training Needs in the Programming of Physical Education and Recreation for the Mentally Retarded and Physically Handicapped: A Report of the Midwest Regional Institute for Special Education, Physical Education, and Recreation. Columbus, Ohio:The Ohio State University (The School of HPER and the Nissonger Center), 1971.

Ersing, Walter F. "Current Directions of Professional Preparation in Adapted Physical Education," Journal of Health, Physical Education, Recreations, 43:78-79, October, 1972.

Ersing, Walter F., Wheeler, Ruth. "The Status of Professional Preparation in Adapted Physical Education," American Corrective Therapy Journal. 25:111-118, July/August 1971.

"First Aid for Therapist," Children's Music Center, Inc. 5373 W. Pico Blvd., Los Angeles 90019.

Fraser, L.W. "Reaching the Brain Damaged Child Through Music," in Music Therapy. 1957. Lawrence, Kansas: The Allen Press, 1958.

Gaston, E. Thayer, ed. Music in Therapy. New York: The Macmillan co. 1968. 866 Third Avenue, New York, New York 10022.

Glick, Lester G. "This Country Has Only 600 Music Therapists. Where Can They Serve Best?" MEJ. 56: 67-68, May, 1970.

Godivin, B.A. "A study of the use of dance as a therapeutic aid with special interest to the mentally ill." Master's thesis, University of North Carolina, 1954.

Goodridge, Janet. Creative drama and improvised movement for children. Boston, Plays, Inc., 1971.

Hayes, Gene Autry. An Investigation of the Academic Preparation of Recreators. Working with the Ill, Disabled and Handicapped and the Effectiveness of this Preparation in Fulfilling their Work Responsibilities. Unpublished Master's Thesis. Chapel Hill; University of North Carolina at Chapel Hill, 1964.

Hochheimer, L. "Musical drama encourages participation by handicapped; children learn to use well the abilities they possess." il Chicago Sch J 45:177-80. 1964

Hood, C.C. 1968 "The Challenge of dance therapy." Selected Articles on Dance Therapy. American Association for Health, Physical Education and Recreation. Washington, D.C.

Larsen, A. "Music for Saul." il Mus J. 22:52+ D 1964.

Larson, Gedric. "Music therapy - a new occupational horizon." Etude. 71:19-20. 1953.

Lindley, Donald Dean. Relative Importance of College Courses in Therapeutic Recreation as Evaluated by Fifteen Leaders and Fifteen Educators. Unpublished and Doctorial Dissertation. Eugene: University of Oregon, 1969.

Martin, Fred W. Survey of North American Colleges and Universities, Therapeutic Recreation Cirricula. Eugene, Oregon: University of Oregon, 1973.

Martin, Fred W. "Survey of College and University Coursework in Therapeutic Recreation Curricula," Therapeutic Recreation Journal, 3:third quarter, 1971.

McNiff, Sharon A. "Art and Music Therapy for the Learning Disabled." (Written with Paul Knill). New Ways. 1, 1975.

McNiff, Sharon A., Sher, Diane. "Art Therapy with Children in Crisis." EAA Eastern Regional Conference Handbook, January 1975.

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Winnick, Joseph. "Issues and Trends in Training Adapted Physical Education Personnel," Journal of Health, Physical Education, and Recreation. 43 October, 1972.

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Related Professions

Recreation

Case, Maurice. Recreation for Blind Adults. Charles Thomas 301-327 East Laurence Ave. Springfield, Illinois. 1966.

The effects of blindness in adults, activities and the administrative technicalities of these programs. Covers arts, dance, drama. The qualifications and training of staff are considered.

Hatch, Modesta, and Others. Guide for Training Recreation Leaders in Constructive and Creative Recreation Activitis for the Mentally Retarded. In Service Training Manual. Buckley, WA: Rainier State School, 1971. ED-ED011716. Developed as a guide for recreation leaders and volunteers working with the mentally handicapped, this booklet presents guidelines and specific activities for physical conditioning and social-recreational activities. Recreational theories and their application to the mentally handicapped are presented. Directions are given for physical exercises, ball and bean bag games, musical and singing and fingerplays. The bibliography contains over 66 items.

Maynard, Marianna. "The Value of Creative Arts for the Developmentally Disabled Child: Implications for Recreation Specialists in Community Day Service Programs," TRY. X (1): 10-13, 1st Quarter, 1976.
Goals for programming model for use in community Day Service Programs for the developmentally disabled.

Shivers, Jay S. & Clarence R. Calder. Recreational Crafts: Programming Instructional Techniques. New York: McGraw-Hill Book Company, 1974.

Initial emphasis on factors effecting programming--understanding of arts, crafts, gradation of activites (age, talent, etc.), use in schools (takes in roles of instructor, basic learning principles and methods). Remainder deals with the "how" of materials. Good source could easily be used in education.

Existing Arts Programs
Curriculum Materials

Alford, Robert L. "Music and the mentally retarded ethnic minority child," The Pointer. 19:138-139, Winter 1974.

Suggests guidelines for selection and use of music for the mentally retarded ethnic child who typically encounters language, social, and emotional problems and inferior educational opportunities.

Blessing, Kenneth R. A Potpourri of Ideas for Teachers of the Mentally Retarded. Volume I, Arts and Crafts. Madison, WI: Wisconsin State Department of Public Instruction, May, 1966.

This curriculum guide suggests that the objective of arts and crafts activities for educable mentally retarded children is to provide enjoyable activities as well as to teach skills, socially acceptable attitudes and habits and self esteem. More than 85 arts and crafts ideas, complete with how-to-make directions and illustrations, comprise most of the booklet.

Bluhm, Donna L. Teaching the Retarded Visually Handicapped; Indeed They are Children. Philadelphia, PA: W.B. Saunders Co., West Washington Square, October, 1968.

Guidelines for a program of instruction with individual teaching for retarded blind children are provided. Areas covered are learning through music, self-expression and creativity and suggested poetry and songs. Photographs of 19 teaching aids are provided.

Burton, Leon. "The Hawaii Music Project," Educational Perspectives. 14:24-7, May, 1975.

Discussed a large-scale curriculum development project in music; how it was innovative, why it was undertaken, and what the known deficiencies were in music programs that necessitated curriculum reform in music.

Combs, V. "Guidelines for Teaching Arts and Crafts to Blind Children in the Elementary Schools," International Journal for the Education of the Blind. 16:79-83, March, 1967.

Five basic objectives are given for teaching art to the blind in this article. They should learn how to use tools and equipment to allow independence in daily living, fundamental knowledge of basic skills for upper grades, crafts experience may lead to hobbies and help develop their creative and imaginative capacity.

Dymond, Gerald E., and Others. A Curriculum for the Residential Trainable Child. Eighth Edition. Madison, WI: Wisconsin State Department of Health and Social Services, February, 1970.

The trainable child's needs and abilities are considered. Apendixes treat concurrent work experiences, industrial therapy, music, art, speech and hearing and field trips.

Fowler, Larry. "Country Music Comes to College," Community College Frontiers. 4:20-22, Fall 1975.

Because Country music has grown into one of the nation's largest industries, there is a demand for trained personnel with sound educational backgrounds. Claremore June College (Oklahoma) designed the Hank Thompson School of Country and Western Music in the belief that their curriculum could serve as a model for program development at other institutions.

Furney, Trudy. and Others. Art Guide. Topeka Kansas: State Department of Education. 120 East 10th Street. 1973.

Educational philosophy; elementary education, fundamental concepts, program description, secondary education.

Grunschlag, Jennifer F. "Natural Baskets," School Arts. 74:30-1 June, 1975.

An art teacher developed a project on basketmaking, its history and techniques for a high school textile class.

Iowa State Department of Public Instruction. Art Integration: A Teaching Program for the Mentally Retarded. Iowa City: Iowa University, August, 1969.

To aid the teacher of the mentally retarded in integrating art into other subject areas, two sample projects and two five-lesson units with core activities. Directions are given for the use of the media of clay, fingerpaint, watercolor, tempera, crayon, paper, and other materials. Craft projects and ideas for core area activities are proposed.

Iowa State Dept. of Public Instruction. Music for the EMR: Teacher's Handbook. Iowa City: Iowa University, November, 1969.

The goals of teaching music to the educable mentally handicapped are discussed and a sample unit lesson plan is provided. Also considered are presenting and teaching the song, using rhythm instruments, playing the autoharp and planning listening activities.

Kidd, John W. Curriculum Guide: Trainable Mentally Retarded Children and Youth. Rock Hill, Missouri: St. Louis Co. Special School District, 1966.

Objectives, implementing experiences and resources in 4 areas of development. The fourth area is development of intellect. Treats arts and crafts and music.

Lark-Horovitz L. & L. "The Blind Child," Understanding Children's Art for Better Teaching. Columbus, Ohio: Charles E. Merrill, 1967, pp. 143-144.

This chapter covers the characteristics of the art of the blind and partially sighted. It also makes curriculum suggestions.

Layendecker, Rosemary. "Mosaic Mural," School Arts. 74:45, June, 1975.

After a discussion and viewing a filmstrip on mosaics, twenty members of a high school art club created a mosaic.

McIntyre, Barbara M. Informal Dramatics: a Language Arts Activity for the Special Pupil. Pittsburg, Pa.: Stanwix House, 1963.

Objectives of creative dramatics. Provides means of integrating drama into curricula. Supplementary materials included in the form of songs and plays.

McVay, R. "A Crafts Program for the Blind Children," The New Outlook for the Blind. 60, October, 1966.

McVay suggests the use of individual lessons with each child. The program can be separated into five groups: readiness, primary, elementary, intermediate, and advanced.

Morgan, David. "Combining Orff-Schulwerk with Creative Dramatics for the Retarded," Therapeutic Recreation Journal. 9:54-56, Second Quarter, 1975.

Describes program used at Recreation Center for Handicapped in San Francisco. Goals and objectives of Orff-Schulwerk and creative dramatics are combined. Thru participation child expresses self thru creative improvised drama. Describes program examples and education assumptions which must proceed the use of this technique.

Radcliffe, Margery. "Communication Arts Course: A Practical Plan," Spoken English. 7:11-18, January, 1974.

A Week-by-Week course outline.

Section for Exceptional Children: Curriculum Guide. South Dakota Department of Education and Cultural Affairs, 1973-74.

Literature, art music and movement behavior are the four main divisions of curriculum. Numerous ideas for activity in each area. Listing of children's stories and records included.

Senior High School Drama 1 and Drama 2--Play Production. Instructional Guide. Los Angeles City Schools, California Division of Instructional Planning and Services, 1967.

Guide outlining developmental sequence or Senior High School drama program. Three courses are outlined, indicating goals, objectives, activities, and evaluation suggestions. Includes resource materials, teaching aids and discussion of administrative policies.

Sun Dial School. Curriculum for the Trainable Mentally Retarded. Fort Lauderdale, Florida: Broward Company Board of Public Instruction, 1966.

Overview of curriculum objectives, materials and activities for primary and intermediate levels in areas of music and art.

Tulsa Public Schools. Curriculum Suggestions for the Educable Mentally Handicapped Program in Elementary Schools. Tulsa, OK, 1969.

Classroom management of educable retardates is discussed; methods and projects in arts and crafts are presented.

U.S. Department of Health, Education and Welfare. "Music in Maine," Teaching is for Kids. June, 1970

Describes ESEA Title III project including music in Maine. Makes reference to statewide "music teachers master classes and clinics" day inservice workshops.

Vocal and Instrumental Music for the Mentally Retarded. Conway, Arkansas. Arkansas Children's Colony, 1967. (Unpublished)

Music curriculum which can be adapted to individual needs. Discusses philosophy, organization, methods, procedures, and evaluation. Stresses associated learning. Activities include singing, dances and introduction to instrumental music.

Voss, Donald G. Physical Education Curriculum for the Mentally Handicapped. Madison, Wisconsic:Wis. Department of Public Instruction. (126 Langdon Street) September, 1971, Bulletin #2102.

Curriculum guide for Special Education Part III includes teaching suggestions and activities for various levels in rhythmic activities, singing, games, folk, square and social dances.

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A Suggested Curriculum Guide for Educable Mentally Retarded Children in Elementary School. Bakerfield California:Ker Co. Superintendent of Schools, 1970.

Birkenshaw, Lois.. "A Suggested Program for Using Music in Teaching Deaf Children," in Proceedings of the International Conference on Oral Education of the Deaf. Vol 2. Northhampton, N.Y.: The Conference, 1967.

Bowers, Mabel. "A Music Program in a residential school for higher grade mental defectives," AJMD. 50:520-523. 1946.

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Cole, F. Music for Children with Special Needs. California Association for supervision and curriculum development. Music professional committee. Rev. ed. (F. Cole, 200 Lexington. Ave., El Monte, Calif.). 1960.

Driscoll, M.C. "Creative Technological Aids for the Learning-Disabled Child:An Interdisciplinary Project," American Journal Occupational Therapy. 29:182-5, February, 1975.

Freasier, Aileen W. Print Art: Sequential Task Programing for the Trainable Mentally Retarded. October 1971.

Guidelines for Teacher Tutors of hearing Handicapped Children. Minneapolis, Department of Special Education, University of Minnesota, 1973.

Jefferson County Public Schools, Louisville, Ky., Dept. of Supervision and Curriculum Development EDRS. Tentative Music Guide, Educable Mentally Handicapped Transition. Jefferson County Education Center, 3332 Newburg Rd., Louisville, Ky. 40218.

McNiff, Shaun A. Looking at Art: A Visual Skill Development Program. To be published by Harvest Educational Laboratories, Newport, Rhode Island, in 1976.

Music, K-12. Program of Studies. Fairfax, Va.:Fairfax County Schools, September 1974.

Rhythmic Activities, Grades K-6. (1201 Sixteenth St., N.W.) 1064.

Thresher, Janice M. "A Music Workshop for Special Class Teachers," Exceptional Children. 36:683-4, May, 1970.

Tomforde, Walter. A Music Curriculum for the Trainable Retarded Children. BOCES III Suffolk Co., New York 1970.

Winklestein, E., B.J. Shapiro and P.P. Shapiro. "Art Curricula and Mental Retarded Preschoolers," Mentally Retarded. 11:6-9, January, 1973.

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Ankrim, Jean Carter. "Out of Silence-Music," MEJ. 40:42-43, 49. November-December, 1953.

Discussion of music program for the deaf.

Blevans, Judith, "The Exceptional Child and ORFF" Education of the Visually Handicapped. (4):116-20, December, 1969.

A music program for the multiply handicapped blind developed by Carol Orff. Flexibility which offers opportunity for maximum participation and creative contributions is cited as the value of the program.

Carlson, Bernice Wells. Act It Out. Nashville, Tennessee:Abingdon Press, 1956.

Divided into 2 sections, the first on your own acting and the second on puppet performances.

Cleland, Charles C, Schwartz, John D. "The Blind Retardate--Three Program Suggestions." Training School Bulletin. 67:172-7 November, 1970.

Three program suggestions to enhance enjoyment and promote learning in the blind educable mentally handicapped child are made. Adaptations of games, music role in socialization and ideas gathered from the blind themselves.

Hoffman, Donald H. "A Total Arts Program Concept: Building Cooperation Between Community and School," Arts In Society. 12:76-81, Spring/Summer, 1975.

This article described TAP (Total Arts Program), designed to test the feasibility of unifying community efforts with school arts programs.

Leber, Rober J. "Open art Studio," School Arts. 74:30-2, September, 1974.

Described an art program that has become the focal point of projects and interests of students in a related arts program.

McNeice, Wm.C., Benson, Kenneth R. Crafts for the Retarded; Through Their Hands They Shall Learn. Bloomington, Illinois: McKnight and McKnight Publishing Co., 1964.

Use of handicrafts for avenues of learning with mentally retarded children.

Morgan, David. "Combining Orff-Schulwerk with Creative Dramatics for the Retarded," TRY. 54-56, 2nd Quarter, 1975.

Description of dramatics program with young retarded children utilizing Off-Schulwerk design for creativity. Covers goals and objectives of both approaches, structure and program examples.

Novostt Press Agency. "Two Art Schools for Children in the USSR--One In Khimki and One in Orjonikioze." Elementary School Journal. 75:362-365, March, 1975.

The curriculum plan and educational theory behind two new art schools highlight a growing movement to provide educational environments for the cultivation of the aesthetic sense in children of cities and villages of the USSR.

Palles, Leon L. "Urban Gateways," Arts in Society. 12:44-9, Spring/Summer 1975.

Described a many faceted arts program having a primary function as an arts and education agency in which arts programs and resources are developed for use in the schools.

Pattemore, Arnel W. Art and Crafts for Slow Learners. Instructor Handbook Series. Danville, NY: Instructor Publications, Inc., 1969.

This booklet describes successful projects which have been used in special education art classes and to assist teachers in planning a wothwhile program.

Perlmutter, Ruth. "Papercrafts and Mobiles" Teaching Exceptional Children, 4:134-141. Spring 1972.

Presented are practical guidelines for making selected papercrafts and mobiles that are said to stimulate mentally handicapped children's imagination.

Ross, Dorothea M., and Others. "Rhythm Training for Educable Mentally Retarded Children" Mental Retardation. 11:20-23. December, 1973.

Intentional training and modeling procedures were used to teach rhythm skills to educable mentally retarded children (experimental group) within the context of small-group rhythm bands, pre-dance movement activities, games and stories, during an intensive 4-week program.

Saunders, R.J. "Jig Saw Puzzles and the Learning Processes of Children". Conn. State Dept. of Education.

Scheerenberger, Richard. "Description of a music program at a residential school for mentally handicapped." AJMD. 57:573-579. 1953.

Program for EMR & TMR children and adolescents. Includes objectives and curriculum description.

Seifert, Lynne. "Children as music makers," High/Scope Educational Research Foundation Report 1974-1975," pp.6-11.

At the Foundation's Training and Development Center, music has proved to be an excellent way to develop creativity and reasoning skills in children. Benefits of music as an activity that does not require language for execution or expression are discussed.

Slatoff, H. "Intergrated Art Experiences for Blind Children," The International Journal for Education of the Blind. 12:October, 1962.

Slatoff States, "The art program for the blind is the art program for the sighted." School must stress the similarities among children rather than accentuating their differences.

Stainback, Susan B. and Others. Effect of Background Music on Learning. ERIC Document ED-EY086065.

Author describes teaching a choral singing class of the mentally handicapped.

Trimillos, Ricardo. "Ethnomusicology," Educational Perspectives. 14:31-2, May, 1975.

Article defined ethnomusicology and discussed its use at the music department of the University of Hawaii.

Weber, R. "Can they remember? Growth of the retarded mind through music." Mus J. 24:32-3N 1966.

Can studies reinforcing earlier article.

Weber, R. "Teaching unteachables through instrumental music." MusJ 23:35+, November, 1965.

Describes six note apprach to teaching severely mentally retarded students to play the piano and wind instruments.

Wirth, Rugh. "Art for the handicapped," Pointer. 19:146-8, Winter, 1974

An art program for handicapped children 7 to 16 years old emphasizes experimentation with a variety of objects and media (such as nature materials and shape templates) and provides such benefits as increased verbalization, self expression and feelings of success.

Existing Educational Programs (Unannotated)

Andersen, Yvonne, Teaching film animation to children. NY, Van Nostrand Reinhold, 1971. 1st edition.

Bowman, Judith. "Education and the Handicapped: 2. Teaching the mentally Handicapped" Adult Education (London). 44:295-297, 307. January, 1972.

Corrington, L.R. "Acoustic Rhythm Program," in Proceedings of the Thirty-Third Meeting of the Convention of American Instructors of the Deaf. St. Augustine, Florida, June 1947. pp. 32-44.

Grayson, John. Musical Dimensions and Instruments for Realization: The Children's Playground of Musical Sculpture. Duncan, British Columbia: Centre for Gestalt Learning, 1971.

Kranz, S. & Deley J. The Fourth "R": Art for the Urban School. New York: Van Nostrand Reinhold Co., 1970.

Robins, Ferris; Robins, Jennet. Educational Rhythmics for Mentally and Physically Handicapped Children. Association Press, 291 Broadway, New York 10007.

Saunders, R.J. Program Art Assistance. Project 5. "Art for the Mentally Retarded in Connecticut." Hartford: Conn. State Dept. of Education, Box 2219, Hartford 06115. (Conn. State Department of Education. Materials available on request).

Stoesz, Gilbert, and Robert A. Bowers. A Piano Teacher Considers the Low Vision Child. New York: The National Soceity for the Prevention of Blindness, Inc., 1965.

Existing Recreational Programs

Castellands, Leonard. "Chicano Cetros, Murals, and Art," Arts in Society. 12:38-43, Spring/Summer 1975.

Discussed an effective mural program for the Mexican Americans of east Los Angeles.

Daniels, William G. "The Epworth Jubilee Community Arts Center of Knoxville, Tennessee: Community Arts in an Urban Appalachian Center," Arts in Society. 12:24-30, Spring/Summer 1975.

Discussed the evolution of a community arts theory and program celebrating the values and life style of Appalachian people.

Ensign, Georgianne. "The chorale that doesn't look or act like one," Music Educators Journal. 61:110-11, 131, September, 1974.

Article focused on the New York state national chorale, designed to revitalize choral singing in America through the presentation of concerts and special community programs.

Hecox, Bernadette, et al. "A report on the use of dance in physical rehabilitation: every body has a right to feel good," Rehabilitation Literature. 36:11-16, January 1975.

Informal dance sessions were conducted weekly by physical therapists and dancers over a three-year period to provide therapeutic and recreation activity for physically handicapped adults.

Rubel, Jacqueline E. "The New Jersey Budget - 1976 and the Plight of the schools," NJEA Review. 48:18-20, May, 1975.

Article evaluated the teen arts program developed in New Jersey and urged greater community efforts to become aware of the state's art projects.

Ryan, Mary. "Toledo, Ohio Public School Children Help Plan Toledo's Maumee Riverfront Development," School Arts. 74:36-7, June, 1975.

Students from kindergarten through high school in the Toledo Public Schools stirred up their imagination to create art projects portraying their ideas of how Toledo's Maumee Riverfront should be developed.

Schiff, Bennett. "Arts in Parks and Recreation Settings," Studies in Art Education. 16:12-4, 1975.

Article described a project that examined the relationship of the arts to community recreation and park programs.

Steele, Glynn. "The pied piper of Ridgewood," The Lion. 57:24-27, April, 1975.

Describes the Music Foundation for the Visually Handicapped (Ridgewood, N.J.), currently maintained by the New Jersey Lions Club. The Foundation is staffed by volunteers and provides instruction, large type sheet music, and some instruments.

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Bienbaum, Arnold, and Arthur L. Schwartz. Recreation for the Mentally Retarded, A Community Based Program. New York, New York: New York Association for Help of Retarded Children, November, 1968.

Burmen, Ned, ed. "Student Art Fair in Washington, D.C." Programs for the Handicapped. Department of Health, Education and Welfare, Office for the Handicapped Washington, D.C.:Government Printing Office, November 22, 1974.

Sturdivant, Catharine, "The little music makers," Challenge (Newsletter of Project on Recreation and Fitness for the Mentally Retarded). 1969.

Williams Chester. "Recreation for the Blind:A Community Drama Project," Therapeutic Recreation Journal, 3:20-24, 1969.

Existing Therapy Programs

Aim: Adventures in Movement for the Handicapped. Dayton, Ohio: Adventures in Movement for the Handicapped, Inc. June, 1974.

Covers organization goals and program activities.

Bolander, Betty. "A special skill adapted to the needs of the group," Intercom, 27:6-7, Summer 1975.

Music activities were used in a variety of situation within a hospital setting. Medical bingo, sing-a-longs, and children's action songs were a few activites initiated.

Fedo, Michael W. "New Focus for Young Lawbreakers," American Education. 11:30-3, March, 1975.

A Minnesota program sends artists into corrective institutions to try through art to change the behavior of incarcerated youngsters.

Robbins, Olive. Music Therapy in Special Education.

Procedures and materials used by the author in working with various disabilities.

Shniderman, Craig M., and Ann Volkman. "Music and movement involve the whole child," Teaching Exceptional Children. 7:58-60, Winter, 1975.

Camp Greentree (Bethesda, Md.) is a therapeutic day camp for emotionally disturbed boys. Music and movement experiences are provided to allevaite psychological stress placed on disturbed, aggressive children.

Tipple, Blanche. "Dance therapy and education program," Leisurability. 2:9-12, October, 1975.

Describes a dance therapy program for over 150 mentally retarded residents of Muskoka Centre (Ontario). The program consists of ballet, tap, acrobatics, and ballroom dancing, and is not only intended to be fun, but also to enhance muscle coordination, body movement, and social behavior.

Walker, Doris E. "Play-a-long, sing-a-long with the Hi Hopes," The Pointer. 20:57-60, Winter 1975.

The Hi Hopes are seven trainable mentally retarded young adults who perform and produce records.

Existing Therapy Programs (Unannotated)

Bentovim, A. and R. Lansdown. "Day Hospital and Centres for Disturbed Children in the London Area," British Medical Journal. 4(891): 536-8, December

"Creative Dramatics for LD children," Academic Therapy. 9:411-8, Summer 1974.

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Klinger, H., and D. Peter. "Techniques in Group Singing for Aphasics," in Musical Therapy. Lawrence, Kansas: The Allen Press 1963.

Kramer, Edith. Art Therapy in a Children's Community. Springfield: Charles C. Thomas, 1958.

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Naumburg, Marg. Dynamically Oriented Art Therapy: Its Principles and Practice, New York: Grune & Stratton, Inc. 1966.

Polk, Elizabeth. "Notes on the Demonstration of Dance Technique and Creative Dance as Taught to Deaf Children," Journal of the American Dance Therapy Association, 1, 1968.

Roberts, A.G. "Dance movement therapy: adjunctive treatment in psychotherapy,"Canada's Mental Health. 22:11--, December 1974.

Rosen, Elizabeth. Dance in Psychotherapy. New York: Columbia University Press, 1957.

IN JUNE 1974, THE JOSEPH P. KENNEDY, JR. FOUNDATION PROVIDED THE FUNDING FOR A NATIONAL CONFERENCE ON ARTS FOR THE MENTALLY RETARDED, WHICH CREATED A TREMENDOUS NATIONAL INTEREST IN THE CONCEPT OF INTEGRATING THE ARTS INTO THE EDUCATION OF THE MENTALLY RETARDED CHILD. AS A RESULT OF SEVERAL CONFERENCES AND FUNDING BY THE KENNEDY FOUNDATION AND ALLIANCE FOR ARTS EDUCATION, A NATIONAL COMMITTEE WAS ORGANIZED TO COORDINATE THE DEVELOPMENT OF A NATION-WIDE PROGRAM OF ARTS FOR ALL HANDICAPPED CHILDREN. THE NATIONAL COMMITTEE, ARTS FOR THE HANDICAPPED IS COMPOSED OF LEADERS FROM MAJOR NATIONAL ARTS ORGANIZATIONS, ORGANIZATIONS REPRESENTING HANDICAPPED CITIZENS, GENERAL EDUCATION ORGANIZATIONS AND PRIVATE FOUNDATIONS. NCAH, AN EDUCATIONAL AFFILIATE OF THE JOHN F. KENNEDY CENTER FOR THE PERFORMING ARTS, OPERATES AS THE NATIONAL COORDINATING AGENCY FOR THE DEVELOPMENT AND IMPLEMENTATION OF ARTS PROGRAMS FOR HANDICAPPED CHILDREN AND YOUTH.

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